

THE *Dan Smoot Report*



DAN SMOOT

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A GREAT TRAGEDY OF OUR TIME

President Johnson's National Advisory Commission on Civil Disorders (Riot Commission) reported:

"For many minorities, and particularly for the children of the ghetto, the schools have failed to provide the educational experience which could overcome the effects of discrimination and deprivation. . . .

"The most dramatic evidence of the relationship between educational practices and civil disorders lies in the high incidence of riot participation by ghetto youth who have not completed high school."

Elsewhere, the Commission report said:

"The typical rioter [in 1967] was a teenager or young adult, a life-long resident of the city in which he rioted, a high school dropout; *he was, nevertheless, somewhat better educated than his nonrioting Negro neighbor.*"

Negroes riot because they are inadequately educated, but those who riot are better educated than those who do not! This kind of Alice-In-Wonderland logic permeates the Riot Commission's Report.

The Riot Commission said:

"The bleak record of public education for ghetto children is growing worse Negro students are falling farther behind whites with each year of school completed."

Why? The Commission holds that "white racism" is responsible for Negroes lagging in education. The stark truth is that Negroes, as a racial *group*, do not learn as readily as whites — though many individual Negroes have superior intelligence.

Dr. William Bradford Shockley (Stanford University professor of physics, and 1956 Nobel prize winner) accuses "inverted liberals" of blocking badly needed eugenic research into the relative intelligence levels of Negroes and Caucasians.⁽¹⁾

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In a lecture at McMaster University, Hamilton, Ontario, December 13, 1967, Dr. Shockley cited statistics on draft board tests (from World War I to the present time), showing that the median intelligence of Negroes was below the median of whites 50 years ago, and still is.⁽¹⁾

Between 1955 and 1965, more than 10 million young American men were given the Armed Forces Qualification Test (which indicates ability to learn).

Racial statistics from the tests reveal that 19% of whites failed the mental tests, whereas 68% of Negroes failed. The Negroes who failed, however, averaged one more year of school than the whites who failed. Most of the failing Negroes had had some high school training; most of the failing whites had had none.⁽²⁾

The U. S. Office of Education said these figures "mirror America's erratic progress toward its elusive goal of educational equality." Discussing a study which involved achievement testing of some 135,000 students, the Office of Education said:

"At each grade level, the Negro pupils scored distinctly lower than did white students, but most important to note is that by the twelfth grade the difference had *increased*

"Thus, whatever the degree of inequality when the youngster enters the school system, it is greater when he leaves. The schools not only fail to close the gap, they don't even enable Negro students to hold their own" ⁽²⁾

Though admitting that "the average white student's achievement is less affected by the strength or weakness of his school than is that of the average Negro student," the Office of Education concludes that *environment alone*, and not inherited differences, determines the difference between Negro achievement and white.⁽²⁾

Studies more scholarly and less political than that made by the Office of Education indicate that even when environment is equal, achievement between white and Negro students remains unequal—and that equality of learning is impossible.

In 1966, the Social Science Press of New York

published a 578-page book, *The Testing Of Negro Intelligence*, by Dr. Audrey M. Shuey (chairman, Department of Psychology, Randolph-Macon Woman's College), reviewing extensive psychological testing of Negroes done in the United States during this century. Dr. Shuey found that, regardless of environmental factors, Negro intelligence scores average 20% lower than white.⁽³⁾

An impressive study on this subject was written by Henry E. Garrett (Ph.D., Columbia, 1923; head of Columbia University Department of Psychology for 16 years; Past President of the Eastern Psychological Association and of the American Psychological Association). Dr. Garrett analyzed three federally financed studies of the achievement levels of white and Negro children:

(1) Tests given in Project Talent (sponsored by the Department of Health, Education, and Welfare; conducted by the University of Pittsburgh in 1963) revealed that student scores decrease as the percentage of Negroes enrolled increases.

(2) Among 2500 Georgia children tested, Negroes lagged progressively behind as the years passed. By the 10th grade, Negroes were typically achieving at a level fully 3 years behind white pupils.

(3) The third federally-financed study revealed that intelligence is unequally distributed between the races: 31% of white children scored in the "high average," "superior," or "very superior" intelligence brackets; 1.1% of Negroes scored in these brackets; 80% of all Negro children (as compared with 23% of whites) rated "low average," "borderline," or "defective."⁽⁴⁾

In the final chapter of his study (*How Classroom Desegregation Will Work*), Dr. Garrett says:

"Contrary to the evidence presented in this booklet, many kindly folk will insist that *nurture* (environment) is the *cause* of the Negro child's lack of achievement and that given an equal chance he will rise to the level of the White child. When pressed on the lack of evidence to support their stated beliefs, environmentalists invariably retreat to an emotional position, and often admit

their willingness 'to sacrifice the education of a generation or so of White children to help the Negro catch up.'

"Unfortunately, the sacrifice would be futile. The evidence is overwhelming that desegregation does *not* make the Negro a better student; it makes him a poorer student: The brighter Negro children find themselves less advanced in class (stripped of leadership), and the less able, being unable to compete, grow disillusioned. Many become bitter.

"Evidence of this inborn nature of the Negro derives from four sources: (1) Biology; (2) Psychology; (3) History; and (4) Temperament.

"**BIOLOGY:** There is strong evidence (Coon, Carleton, *The Origin of Races*, 1962) that the Negro race is less advanced in an evolutionary sense than is the White race; perhaps by 200,000 years. . . . The Negro's brain, on the average, is smaller, lighter, less fissured, and more primitive in many respects than the White's brain (George, W. C., *The Biology of The Race Problem*, 1962). *It is, therefore, manifestly unfair to force the Negro child to compete on White standards against White students. This is the crime the integrationists are committing against the Negro child and it is worth thinking about.*

"It is equally manifest and equally unfair to force White children to forego their opportunity to assimilate quality education.

"Studies of twins (identical twins have the same heredity) have shown that nature contributes *three times* as much as does nurture (*environment*) to the differences among individuals (Rife, D. C., *Heredity and Human Nature*, 1959). Differences between Negro and White children, then, can be predicted to arise in the ratio of three-to-one from heredity over environment

"**PSYCHOLOGY:** . . . on the average, the Negro child has an IQ of about 80, to the White child's IQ of 100. Consequently, only the top 10 per cent to 15 per cent of Negroes do as well as the *average* White child on educational tests given in school. Mental tests given in World War I and World War II, and in the Korean War, to both White and Negro soldiers show that in all three wars the percentage of Negroes who performed as well, on the average, as Whites was a constant 15 per cent. There was no 'catching up,' comparatively, despite the great educational and economic improvements in the Negro's condition during these 30 years. . . . True, Negroes, as Whites, improve

as their environment is improved. Even so, given *equal* improvement in environment, the *gap* between the races widens—it does not narrow.

"For all these reasons, it is clear that desegregation will not pull the Negro up to White standards. To the contrary, desegregation will pull down the White child. *Every* item of evidence points this way.

"**HISTORY:** Despite glowing accounts of ancient African achievements, over the past 5,000 years, the history of Black Africa is blank (Weyl, Nathaniel, *The Negro in American Civilization*, 1950). South of the Sahara Desert, until the arrival of other races, there was *no literate* civilization. The Black African had no written language; no numerals; no calendar or system of measurement. He did not devise a plough or wheel, nor did he domesticate an animal; he built nothing more complex than a mud hut or thatched stockade. The African had no external trade except in slaves of his own race, in ivory, and (on the West Coast) in palm oil and mahogany. His system of cartage was the human head. . . .

"The extreme cruelty of the African to his own kind has often been commented upon by travellers.

"**TEMPERAMENT:** Civilized behavior arises almost as much from temperament and personality as from ability to learn. *Differences* between the races is nowhere better illustrated than in these areas. The crime record of the Negro in the U.S.A. is staggering, and the cost of policing his unlawful acts is greatly disproportionate to both his numbers and his ratio to our total population. The FBI report, for 1963, shows that *per capita*, the Negro: Had 10 times as many illegitimate children as White people; committed 10 times as many murders; committed six times as many robberies; and committed seven times as many rapes.

"The Negro makes up about 10 per cent of the American population.

"The view that the Negro's limitations arise solely from environmental deprivations rather than from inborn traits—or the lack of them—is wishful thinking of the most dangerous sort. Already it has brought a *consistent* pattern of civil disobedience previously unknown in this country. It has created social chaos and has fomented ill feeling between black and white that will last for generations. Particularly has it created chaos in our public-school systems. If

school desegregation becomes complete, we can expect demoralization, and then disorganization, in that order. The rate of deterioration will depend on the rate of integration (the ratio of Negroes to Whites in the classrooms): The greater the number of Negroes assigned to tasks beyond their ability, the greater their frustration, the greater their adverse reaction.

"This is understandable. If a child, any child, were given a task beyond his capacity, compassion would force a let up. Yet, those who have the integration bit in their teeth, for all their goodness-of-heart, are bent upon *making* Negro children perform beyond their capabilities. Those who are being forced *down* resent it; those who are being held *up* resent it equally. It is clear, we cannot have complete desegregation of our classrooms and first-class education. Not for either Negro or White. This is so patently true, so obvious, now, to the vast majority of educators as to give rise to a feeling of sympathy for those of them who are caught, as these children are caught, in political coils beyond their undoing. They find they must pursue a 'policy' their experience tells them is wrong.

"It is the great tragedy of our time."⁽⁴⁾

In an article for the May, 1968, issue of *Pediatrics Digest*, Dr. A. James Gregor, Associate Professor of Political Science, University of California at Berkeley, presented a mass of evidence paralleling that of Dr. Garrett; and he came to the same basic conclusion—namely, that forced, unnatural integration in schools, far from helping Negro children, can have a most damaging effect upon them, especially on their "already fragile ego structure."

Yet, the federal bureaucracy—cruelly indifferent to the basic welfare of the people, white or black, but greedy for the political support of organized Negro groups—is forcing upon school systems the most harmful kind of unnatural integration. The Department of Justice has filed some 156 suits in the South (1 in the North: Chicago) to prohibit freedom of choice in school attendance. Students must not be permitted to go to the school of their choice, unless their choice satisfies Washington officialdom's prejudice about "proper racial balance."

Ignoring the Supreme Court's 1954 school desegregation decision, the intent of which was allegedly to outlaw considerations of race in assignment of children to public schools; violating the 1964 Civil Rights Act which prohibits arbitrary bussing of children from one district to another to achieve quotas for racial balance; scorning the wishes of students, parents, and local school officials—Washington bureaucrats, with the threat of withholding all federal aid, force school systems to shuffle children around, on the basis of race and in defiance of economy and educational needs, in order to achieve an undefined "racial balance" that will suit the Washington bureaucrats.

We, the people, cannot control the Washington bureaucrats directly; but Congress and the President could control them—if we would elect men of sense and courage to Congress and the White House.

To determine how *your* Representative and Senators stand on such matters, consult our "Record of the 90th Congress" (price: \$1.00).

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FOOTNOTES

- (1) AP dispatch from Hamilton, Ont., Dec. 14, 1967
- (2) "Mental Tests For 10 Million Americans—What They Show," *U.S. News & World Report*, Oct. 17, 1966, pp. 78-9
- (3) "The Testing Of Negro Intelligence," editorial, *The (Lynchburg, Va.) News*, May 31, 1966, p. A6
- (4) "The New York Tests," editorial, *The Richmond News Leader*, as reprinted in *The (Lynchburg, Va.) News*, Nov. 15, 1965, p. 6; *How Classroom Desegregation Will Work*, by Henry E. Garrett, Ph.D., circa 1965, 24 pp. (\$1.00 from The Patrick Henry Press, P. O. Box 217, Richmond, Va. 23202)

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